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ABSTRACT

This list of 19 films and videotape recordings was developed in response to teacher requests for practical methods and materials for teaching about cultural similarities and differences. An introductory section briefly discusses classroom teaching about cross-cultural issues and the potential uses of the films included in the list. Indexes list the cited items alphabetically by title, by grade level (primary; elementary; junior high; high school; for limited-English-speakers; and for inservice training), and by topic (promotion of understanding between bilingual and monolingual students; prejudice, conflict, stereotyping, group pressures, intercultural friendship; assimilation vs. ethnic pluralism, maintaining ethnic identity, cultural heritage; and comparing cultural similarities and differences). Appendixes contain a list of sources for the films and videos included and a list of 14 additional titles recommended by teachers. Addresses for Massachusetts Department of Education regional centers are also listed. (MSE)

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Cross-Cultural Communications In The Classroom

An Annotated Bibliography of Films and Videos

1985

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A Listing of Suggested

FILMS AND VIDEOS

for Teaching About

CROSS-CULTURAL ISSUES

MASSACHUSETTS DEPARTMENT OF EDUCATION

Department of Curriculum and Instruction

Researched and compiled by Virginia Vogel Zanger

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INTRODUCTION

This film/video resource guide was developed in response to requests by teachers for more practical methods and materials for teaching about cultural similarities and differences. In April, 1984, 250 Massachusetts teachers and administrators participated in a "Cross-Cultural Communication in the Schools" conference, sponsored by the state's Department of Education. Inspired by the presentations and workshops, many participants expressed the need for "tools, ideas, and methods" to use in their classrooms.

Because students respond so well to the medium of film, a search for sensitive, compelling and appropriate films and videos for use with classes K through 12 was undertaken. A number of films and videos were screened and evaluated. Those that were felt to be appropriate are listed here, along with pre and post-viewing discussion questions for each.

Because of time limitations, it was possible to preview only a limited number of films. Therefore, the present listing is by no means comprehensive. In the appendix there is a list of additional films dealing with cross-cultural issues that teachers have recommended. It is suggested that teachers preview these films before showing them in class.

To obtain the films and videos listed here, first check with your school system and local library. Rental locations and fees are listed for every film included, either immediately following the listing or in the appendix. Most are available for a reasonable fee from Boston University's Krasker Memorial Film Library, with which many Massachusetts school systems maintain accounts. Some of the listings not available from Krasker can be borrowed free of charge, and are so listed.

TEACHING ABOUT CROSS-CULTURAL ISSUES

Happily, the days of "Black, white, purple, green, or polka-dot -- we're all the same" seem to be drawing to a close. True, we all deserve the same respect and the same opportunities. But the rise in ethnic pride has made people stop trying to pretend that we are all alike.

Cultural differences do exist. For some, they make life interesting; for others, they represent a threat. As educators in multicultural schools, our task is to help students learn to understand and respect these differences, and to discover the ways in which we really are alike. If students can learn to see things from a cultural perspective different from their own and to identify with those who are outwardly different from themselves, they will be that much better able to survive and function in today's world. Intercultural understanding is an essential part of communicative competence. And intercultural

communication is a skill that can be taught as an integral part of a curriculum dealing with cross-cultural issues.

How do we teach about cultural differences and similarities? In many schools, an obvious but often overlooked resource is the population of bilingual or other foreign-born students. It is far more interesting for students of all ages to learn about cross-cultural issues from their peers. And studies have shown that students in bilingual programs will learn English faster and better the more they feel accepted for what they are by the larger English-speaking community. Many of the films suggested here could be used to help bilingual students share their their experiences and their concerns with their monolingual peers. Other films may help both groups of students compare the way their respective cultures deal with a variety of issues. And still others may be used in bilingual or ESL classrooms separately to help those students with their adjustment to life in the United States.

Few teachers feel like experts in intercultural communication. So how can we teach it? With the approach of learning from our students. And with lots of sensitivity. A teacher need not be an expert on a particular cultural group for the class to explore cultural similarities and differences. The cultural experts can be representitives from the target culture: other students, their families, or guest speakers. The teacher's expertise is needed to ensure that students learn to stop making value judgements about "better" or "worse" cultures. The teacher's role must be to help students counteract their own ethnocentrism. And the better students feel about their own cultural backgrounds, the less ethnocentric they will be.

A final word of caution: know thyself. It would be arrogant to suggest that the process of cultural awareness be restricted to our students. It is only to the degree that we as educators are aware of our own cultural values, biases, and other conditioning can we be effective in helping our students to understand theirs.

USING THE FILMS

The films suggested here deal with several types of issues that a class might want to explore. Some focus on issues related to prejudice: stereotyping, group pressure, and intercultural relationships. Others raise issues about the conflicts between assimilation and maintaining ethnic identity. Another cluster of films portrays specific ethnic groups and can be used to help students learn to compare cultural similarities and differences. Finally, for the teacher wishing to bridge the gap between bilingual and monolingual program students, there are a number of films that portray some of the issues faced by bilingual students. An effort was made to find films about the specific linguistic groups that comprise the majority of Massachusetts' bilingual populations: Hispanics and Asians.

Most of the films recommended here are sure to spark lively discussions. Pre-viewing and post-viewing questions have been developed for use with each film to help guide those discussions. To be most effective, of course, the films should be integrated into comprehensive curricular units. For more effective planning, consult the cross-index of films by topic.

Finally, we would like to know the reactions of teachers and their students to the films and videos listed here. Also, we would like to hear about other films or videos that teachers have tried successfully with their classes. Please send comments to Virginia Vogel Zanger/ 10 Myrtle Street/ Jamaica Plain, MA 02130.

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- Angel and Big Joe
- Black and White
- Families: Helping Out
- Miguel: Up from Puerto Rico
- Minority Youth: Adam
- Neighbors
- Sei Mei Wong (Who Shall I Be)

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- Boundary LInes
- Black and White
- Miguel: Up from Puerto Rico
- Minority Youth: Adam
- Neighbors
- Overture: Linh from Vietnam
- Schooldays in Japan
- Sei Mei Wong (Who Shall I Be?)

HIGH SCHOOL:
- An Asset from the Past
- Angel and Big Joe
- Boundary Lines
- Crosstalk
- Doing Business in Japan
- Fitting In
- Foxfire
- Human Relations in Japan
- Joseph Shultz
- Minority Youth: Adam
- Overture: Linh from Vietnam
- Pain and Promise
- Picture in Your Mind
- Sei Mei Wong (Who Shall I Be?)

FOR LIMITED ENGLISH-SPEAKERS:
- Angel and Big Joe
- Black and White
- Joseph Schultz
- Miguel: Up from Puerto Rico
- Neighbors
- Overture: Linh from Vietnam
- Sei Mei Wong (Who Shall I Be?)

FOR IN-SERVICE TRAINING:
- Crosstalk
- Fitting In
- Foxfire
- Pain and Promise

CROSS-INDEX OF FILMS BY TOPIC

TO PROMOTE UNDERSTANDING BETWEEN BILINGUAL / MONOLINGUAL STUDENTS:

A-M-E-R-I-C-A-N-S
Angel and Big Joe
Boundary Lines
Crosstalk
Families: Helping Out
Fitting In
Miguel: Up from Puerto Rico
Overture: Linh from Vietnam
Pain and Promise
Sei Mei Wong (Who Shall I Be?)

PREJUDICE, CONFLICT, STEREOTYPING, GROUP PRESSURES, INTERCULTURAL FRIENDSHIP:

A-M-E-R-I-C-A-N-S
Angel and Big Joe
Black and White
Boundary Lines
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ASSIMILATION VS. ETHNIC PLURALISM, MAINTAINING ETHNIC IDENTITY, CULTURAL HERITAGE

A-M-E-R-I-C-A-N-S
Fitting In
Foxfire
Miguel: Up from Puerto Rico
Minority Youth: Adam
Sei Mei Wong (Who Shall I Be?)

COMPARING CULTURAL SIMILARITIES AND DIFFERENCES:

An Asset from the Past
Angel and Big Joe
Black and White
Crosstalk
Doing Business in Japan
Families: Alike and Different
Families: Helping Out
Human Relations in Japan
Miguel: Up from Puerto Rico
Minority Youth: Adam
Overture: Linh from Vietnam
Schooldays in Japan

SUGGESTED FILMS AND VIDEOS

See Appendix A for addresses of film and video sources listed below.

1. A - M - E - R - I - C - A - N - S

gr. 2-6, 12 min. 16 mm Krasker/ $9 rental

Elementary school children from a wide variety of ethnic backgrounds talk about ethnic identity, prejudice, intercultural friendships, and how they feel about being American. A short but lively film. An excellent springboard for discussing these issues with either a bilingual or monolingual group.

PRE-VIEWING QUESTIONS:

1. What is an American?
2. What does an American look like?
3. What is prejudice?
4. Have you ever felt that someone was prejudiced against you?

POST-VIEWING QUESTIONS:

1. Where do the children in the film come from?
2. What do they look like?
3. Are they Americans?
4. What are the different kinds of Americans that the film shows?
5. What do the children in the film say about prejudice?
6. What do you think about it?
7. Do you have any friends that were born in a different country than you were?

2. An Asset from the Past

adv. sr. high 27 min. 16 mm or Beta Japanese consulate/ free

A sophisticated but somewhat dry analysis of one aspect of Japanese culture: a systematic approach to life. In various illustrations, this Japanese-made film illustrates how the systematic approach infuses many aspects of Japanese society.

PRE-VIEWING QUESTIONS:

1. Review the following vocabulary words: systematic, systematize, standardize, partition, specialized, efficient.
2. Discuss an activity that you do in a systematic way.

POST-VIEWING QUESTIONS:

1. What industries are shown as examples of the systematic approach?

2. Describe what is systematic about one of the industries shown.
3. What are the advantages of this approach?
4. Are there any disadvantages?
5. What are some historic examples of the systematic approach in Japanese society?
6. Do you think that American society is as systematic? Give examples.

3. Angel and Big Joe

jr/sr high 27 min. 16 mm Krasker/ $18 rental

A moving story of the friendship between a young Puerto Rican boy and an older white man. Raises issues of the individual in the family: independence vs. interdependence. Shows the strength of the Hispanic family unit. Portrays how two people of different ages, classes, and cultural backgrounds can meet each other's needs.

PRE-VIEWING QUESTIONS:

1. What is a migrant worker?
2. Which do you think is more important: responsibility to your family or responsibility to yourself?

POST-VIEWING QUESTIONS:

1. What are some things that you noticed about Angel's family?
2. What was most important to Angel's mother?
3. What was most important to Angel?
4. What did Angel have in common with Big Joe?
5. How were they different?
6. What did you think of Angel's decision at the end?
7. Would you have made the same decision?
8. Was Angel and Big Joe's friendship realistic? Can people from two such different backgrounds be friends in real life? Give some examples.

4. Black and White

K-12 4 min 16 mm Krasker/ $8 rental

A four-minute cartoon illustrating the lyrics of a popular song sung by Cher: "The world is black, the world is white, it turns by day, and then by night. A child is black, a child is white, together they learn to see the light." Could be used in conjunction with an art lesson. Students' ages would determine the level of sophistication of the discussion:

QUESTIONS FOR YOUNGER CHILDREN:

1. Find 10 things that are black. Find 10 things that are white.
2. Name 2 friends that are black. Name 2 friends that are

white.
3. Are the children in the film friends? How can you tell?

QUESTIONS FOR OLDER STUDENTS:

1. What do you think the song means by "together they learn to see the light?"
2. What do you think is the message of the film?
3. How does the song make this point?
4. How does the visual imagery make this point?
5. Do you agree with the message of the film? Give examples.

5. Boundary Lines

jr/sr high 10 min 16 mm Krasker/ $8 rental

An animated short film about the boundary lines ~~man has~~ people have invented to divide ~~himself~~ themselves from others. The narrator concludes: "What is a boundary line except what we make it?" Good discussion-starter about tolerance and conflict on the individual and the global levels.

PRE-VIEWING QUESTIONS:

1. What are some of the boundaries that exist in the world today?
2. Which boundaries are helpful?
3. Which boundaries are destructive?

POST-VIEWING QUESTIONS:

1. What kinds of boundary lines are mentioned in the film?
2. What are some of the historical events depicted?
3. What is the meaning of "a line is what you make it"?
4. Do you agree with the message of this film? Give examples.

6. Crosstalk

sr. high, in-service 30 min. vhs video Films Inc/ $50 rental, UMass/ free (see appendix)

A fascinating analysis of how communication breaks down because of cultural differences in non-verbal patterns, basic cultural assumptions, and other para-linguistic factors. Originally made for the BBC by the eminent socio-linguist, John Gumperz, the tape shows British / East Indian misunderstandings in scenes from a bank, a job interview, a school, and a government office. Excellent for raising awareness about communication and differences that occur among cultural groups. It is recommended that the tape be shown in distinct segments, to allow time for discussion after each of the situations presented.

PRE-VIEWING QUESTIONS:

1. Other than words, what are some of the factors that

contribute to communication?
2. Do these vary culture to culture? Give examples.

POST-VIEWING QUESTIONS:

1. What struck you most about the tape?
2. Did the tape help explain any misunderstandings that might have occured in your own experience?
3. What factors contributed to the breakdown in communication in the Advice Centre Interview? How do these factors vary among the cultural groups that you are familiar with (including your own)?
4. What factors contributed to the breakdown in communication in the Bank Scene? How do these factors affect communication between cultural groups with which you are familiar?
5. What factors contributed to the breakdown in communication in the Job Interview? How do styles of rhetoric vary among other cultural groups?
6. What factors contributed to the breakdown of communication in the School Interview? How do norms of appropriate eye contact vary among other cultural groups?

7. Doing Business in Japan

sr. high 1 hour 16 mm Vision Associates, Inc./ $100

This realistic portrayal of negotiations between a Japanese and an American business firm examines the cultural factors that eventually lead to an impasse in the negotiations. Formality vs. informality, ethnocentric assumptions, ignorance of the other culture, different interpretations of the meaning of silence, of yes and know, differences in the decision-making process and non-verbal communication contrasts all emerge as impediments to effective cross-cultural communication. Especially recommended for international studies programs. The film comes with a discussion guide and extensive background material.

PRE-VIEWING QUESTIONS:

1. Are intercultural skills necessary in the business world? In what sorts of situations?
2. If you were part of a negotiating team for an American company doing business with a company abroad, what sorts of behaviors and attitudes do you think it would be important to display?

POST-VIEWING QUESTIONS:

1. What are some of the cultural differences that caused the negotiations between the two companies in the film to break down?
2. What could have been done by the Americans to avoid some of the problems that developed in the negotiations?
3. What could have been done by the Japanese to avoid some of the problems that developed in the negotiations?
4. Few American businesses spend the money to train their

personnel in cross-cultural communication skills. Do you think that it would be worth it for them to spend the money?
5. Are there any similarities between the misunderstandings that are portrayed in the film and other examples of cross-cultural misunderstandings that you have experienced?

8. Families: Alike and Different

gr. K-3 15 min. 16 mm Krasker/ $13 rental

Three families are compared as to size, location, jobs of fathers. The film could be useful in helping children develop the skill of identifying similarities and differences without making value judgements. However, because all the families shown are two-parent units with working fathers, the film might be inappropriate for many students.

PRE-VIEWING QUESTIONS:

1. Have 2 students come to the front of the class, and ask students: How are they alike? How are they different?
2. How are all families alike?
3. In what ways are some families different from others?
4. Do the differences mean that some families are better than others?

POST-VIEWING QUESTIONS:
1. What were some ways that the families in the film that you saw were the same?
2. What ways were they different?
3. Which family was most like your family? How?
4. Which family was most different from yours? How?

9. Families: Helping Out

gr. K-5 15 min. 16 mm Krasker/ $13 rental

The film portrays three families, one Japanese, one American ~~(Anglo)~~, and one Mexican (Indian). A child in each family narrates the segment about his or her responsibilities at home. A good springboard for discussions about cultural similarities and differences. There are four other films (including the previous listing) in this series.

PRE-VIEWING QUESTIONS:

1. Where is Japan? San Francisco? Mexico?
2. How do you help out in your family? What are your responsibilities, what jobs do you do?

POST-VIEWING QUESTIONS:

1. Who does David live with? Where do they live? What are the ways that he helps his family?
2. What is one way that your life is like David's? What is one

way that your life is different?
3. Who does Hiroyoki live with? Where do they live? What are the ways that he helps his family?
4. What is one way your life is like Hiroyoki's? What is one way that it is different?
5. Who does Jaime live with? Where do they live? What are the ways that she helps her family?
6. What is one way that your life is like Jaime's? What is one way that it is different?
7. Which child in the film has family responsibilities most like yours?

10. Fitting In

sr. high 30 min. vhs casette Wisconsin Department of Public Instruction / free

This documentary shows how the St. Paul, Minnesota school system met the challenge of educating a large number of Hmong students in their elementary schools. Their approach was to develop an ESL, rather than a bilingual program. The film raises some important issues of cultural discontinuity suffered by the students once they are successfully mainstreamed. The majority of the interviews in the film, with school department personnel, might go over the heads of most students. However, the interview with a sixth grader is excellent. The film could be used to help monolingual program students understand the purpose of bilingual and ESL programs and identify with the cultural pressures bilingual students often face.

PRE-VIEWING QUESTIONS:

1. Where do the Hmong come from? What language do they speak?
2. Why did many Hmong people come to the United States in recent years? Does the United States owe anything to the Hmong people? Why?
3. Are there any students in your school that are learning English? Where did they come from? What do you think it's like for them here?

POST-VIEWING QUESTIONS:

1. Discuss Dr. Yang Dao's statement in the film:
   "Teaching the children to read, write, and speak English is not enough to guarantee them a happy life. They need to know where they come from, and what culture they belong to. Just like a tree torn from its roots and replanted cannot survive, so the child cannot truly grow without the ability to relate to his sources, to his origin."
2. Do you agree with the above statement? Is it true for your own life?
3. What do you think of the problems of Molly, the sixth-grader? What are her alternatives?
4. How is the school contributing to Molly's dilemma? How could the school help her solve her dilemma?

5. If there are any students in your school who are learning English, do you think that they are subject to pressures to assimilate? What do you think they should do?

11. Foxfire

jr./sr. high 21 min. 16 mm Krasker/ $13 rental

This documentary portrays a famous project begun by an English class at a high school in Georgia to document the local Appalachian folk culture. The project was so successful that it led to the establishment of the national magazine, Foxfire. The film shows students working in teams, interviewing older members of their community, as they research and record the traditional way of life. The film would be useful for any class considering doing oral histories or research on students' heritage.

PRE-VIEWING QUESTIONS:

1. Where is Appalachia?
2. What is an oral history?

POST-VIEWING QUESTIONS:

1. What topics did students in the film research?
2. Describe their research methods.
3. Why did the students feel it was important to do their research and put out their magazine?
4. What customs or other aspect of traditional culture do you think it would be interesting to research in your family or community?

12.Human Relations in Japan

high school 28 minutes video Japanese consulate / free

This clear and interesting film, made by the Japanese Ministry of Foreign Affairs, attempts to dispel the myth of the cold, inscrutable Japanese, by explaining Japanese behavior in terms of some important cultural values and assumptions. Specifically, the film explains the two categories into which all Japanese relationships fall: uchi, or in-group, and soto, or out-group. The film also advises foreigners on how they might progress from a soto to an uchi relationship. A most provocative film which might be even more effective if a Japanese speaker were invited to answer the class' questions after the film.

PRE-VIEWING QUESTIONS:

1. Do you treat strangers differently from family?
2. If so, how?

POST-VIEWING QUESTIONS:

1. What is meant by uchi? Give some examples. What sort of

behavior is appropriate in an uchi relationship?
2. What is meant by soto? Give some examples.
3. How do Japanese people arrange the seats in a traditional family meal? In a business meeting? What are the advantages of this system?
4. How do Japanese houses reflect the uchi/soto distinction?
5. What did you notice about the non-verbal communication in the film, especially the amount of touching?
6. What did you notice about the roles of women and men in Japanese society?
7. What similarities with mainstream American culture did you notice?
8. How is the Japanese cultural system most different from American values and customs?

13. Joseph Schultz

gr. 8-12 13 min. 16 mm. Facing History and Ourselves

This powerful re-enactment of a true historical occurance portrays a German soldier on a firing squad who refuses to shoot the line-up of Yugoslavian partisans, and instead lays down his gun to join them. A provocative film to stimulate discussions on group loyalty vs. individual moral responsibility as part of a unit on dealing with prejudice. Although the film is quite sophisiticated in content, no knowledge of English is required since it is all told visually, without any narration at all.

PRE-VIEWING QUESTIONS:

1. Have you ever been in a situation where you were under pressure to do what everyone else was doing even though you didn't think it was right? Did you go along with everyone anyway? Why or why not? How did you feel? Did you feel that it wouldn't make any difference anyway if you said no? Looking back now, is that true?

POST-VIEWING QUESTIONS:

1. Re-count what happened in the film.
2. Do you think Joseph Schultz did the right thing? Why or why not?
3. Do you think that what he did might have made a difference in what happened to the other prisoners of war?

14. Miguel: Up from Puerto Rico

gr. 1-8 15 min. 16 mm Krasker/ $10.50 rental

A story about Miguel: his adventures living in New York and his fond reminiscences of fishing with his father in Puerto Rico, his birthplace. Very well done. Shows the advantages of being

bilingual and the limitations of monolingualism. Helps non-bilingual students appreciate some of what bilingual students have to leave behind when they come here.

PRE-VIEWING QUESTIONS:

1. Where is Puerto Rico? What language do they speak there?
2. Do you know any Puerto Ricans?
3. What do you know about Puerto Rico and Puerto Ricans?
4. How would you feel if your parents told you that your whole family was going to live in another country where you would have to learn a new language? What would you miss most? Would you try to remember English, even though it wasn't the language of the new country?
5. How many languages do you speak? Would you like to learn more? Why or why not?

POST-VIEWING QUESTIONS:

1. How was Miguel's life in New York like yours?
2. How was it different?
3. What did you notice about Miguel's family?
4. How many languages did Miguel speak? What were they? How did it help him to speak more than one language?
5. What did Puerto Rico look like to you? How do you think Miguel felt about leaving Puerto Rico for the United States?

15. Minority Youth: Adam (American Indian)

gr. 4-12 10 min. 16 mm. Krasker/ $8 rental

Adam Nordwell, an American Indian teenager, talks candidly about what it means to him to be an American Indian. The film shows him at his Anglo high school, visiting his grandmother on the reservation, and practicing traditional dances. Useful for discussing several issues: stereotyping and assimilation vs. maintaining an ethnic identity.

PRE-VIEWING QUESTIONS:

1. What do you know about American Indians today?
2. What are some stereotypes about American Indians? How do you think American Indians feel about these stereotypes?
3. What are some reasons that American Indians might prefer to live on a reservation? What are some reasons that they might prefer not to?

POST-VIEWING QUESTIONS:

1. In what ways is Adam's life like yours?
2. In what ways is his life different?
3. What ideas does Adam think other Americans have about Indians? Do you agree that some people think that? What does Adam think about it?
4. "I like keeping up our traditions," says Adam in the film.

How does he do this?
5. Does Adam think that Indians should marry non-Indians? What are his reasons?
6. Do you think people from different ethnic or racial groups should marry each other? Why or why not?

16. Neighbors

gr. 3-7 9 min. 16 mm. Krasker/ $6 rental

An amusing parable about a conflict between two neighbors who end up in a fight over a flower that lies on the boundary between the two properties. The moral, expressed in many languages at the end, is "Love thy neighbor." Useful in discussions of conflict resolution, but it ignores the whole issue of power. Because there is no dialogue, it could be used for any level of ESL class.

PRE-VIEWING QUESTIONS:

1. Have you heard the expression, "Love they neighbor as thyself?"
2. Where does the saying come from?
3. What does it mean?

POST-VIEWING QUESTIONS:

1. What happens in the film?
2. What are the causes of the fight?
3. What would you have done? Why?
4. What is the moral, or lesson, of the film?
5. Have you ever been in a fight or argument that reminded you of this film?
6. What are some other reasons that cause people to fight?
7. Why do you think the film ended with "Love your neighbor" in so many languages at the end?

15. Overture: Linh from Vietnam

jr./ sr. high 26 min. 16 mm. Krasker/ $18 rental

This 1981 film depicts the evolution of a friendship between a newly-arrived Vietnamese girl and a Mexican-American boy who go to the same California high school. It is very well done, and deals with issues such as prejudice, inter-group conflict, and other difficulties faced by new immigrants. Especially suitable for multi-ethnic schools.

PRE-VIEWING QUESTIONS:

1. What are some of the difficulties faced by the Vietnamese students who immigrated to the United States?

POST-VIEWING QUESTIONS:
1. How do the Hispanics in the film feel about Vietnamese

people? What are some of the things that they say? What is your opinion?
2. How do the white people in the film feel about Vietnamese people? What are some of the things they say? What is your opinion?
3. How do the Vietnamese people in the film feel about being in the United States? Why?
4. How would you feel if you were in Linh's situation?
5. Identify who said each of the following statements, and discuss what you think about each:
  a. "All of them come over here for a free ride."
  b. "I hate it here! I miss my friends! Americans don't want us. I am not American!"
  c. "What makes you think they're different from us? I walk outta this place, people call me the same kind of dirty names you call her."
6. If there are any Vietnamese students at your school, are their experiences at school at all similar to Linh's? What do you think could be done to make them feel more at home?

16. Pain and Promise

high school, in-service 30 min. vhs video Wisconsin Dept. of Public Instruction / free

This excellent video, made by the Wisconsin Board of Education, focuses on the high school bilingual programs that Wisconsin developed for Hmong teen-agers. The interviews with social workers, teachers, and students clarify the nature of challenges faced by both students and the school system. The video would be a stimulating introduction into the subject of bilingual education.

PRE-VIEWING QUESTIONS:

1. In the context of educational programs, what do the following terms mean: bilingual, mainstream, transitional program.
2. Are there any bilingual programs in your school? If so, in what languages?
3. What does bilingual education mean? What are the goals of bilingual education?
4. Why do you think schools have bilingual education programs?
5. Where do Hmong people come from?

POST-VIEWING QUESTIONS:

1. According to the social worker in the video, what are the three main problems faced by Hmong teen-agers?
2. Why have the Wisconsin schools started bilingual education programs?
3. What are some of the subjects that the bilingual students take? Why are some of the subjects taught in their own language? Do you think this approach makes sense?
4. How does the program in Wisconsin compare with the bilingual

program in your school, if there is one?
5. Is there a lot of contact between the bilingual students at your school and the monolingual program students? Do you think there should be more? Why or why not? What do you think could be done?

17. Picture in Your Mind

gr. 11, 12 11 min. 16 mm. Krasker/ $10.50

This film explores the roots of prejudice and ethnocentrism in the history of mankind and makes a plea for finding a solution to the question: "How can we live together on our congested earth?" Made in 1950, it is not as dated as it might otherwise be because it is an animated film. The concepts are presented somewhat abstractly through difficult language, and the ideas are somewhat cliched, but the film might be a good discussion-starter on the nature and origins of prejudice.

PRE-VIEWING QUESTIONS:

1. Do you think that prejudice has always existed among humans from the beginning of time?
2. What do you think is the cause of prejudice?

POST-VIEWING QUESTIONS:

1. Discuss the following quote from the film:
"Our way is the natural way. As natural as sunlight....Our way is the right way."
Give any examples of similar thinking or attitudes that you have heard.
2. What are "the hidden roots of prejudice" according to the film? Do you agree?
3. How and why does the film suggest that we examine ourselves?
4. Do you agree with the film that the individual can make a difference?
5. What did you notice about this film's attitude toward women?
6. This film was made in 1950. Do you think that the statements in the film are more or less true for today?

18. Schooldays in Japan

gr. 6-9 29 min. BETA or 16 mm. Japanese consulate / free

This film portrays the lives of several Japanese middle-school students, including a boy in a fishing village and a girl in a small town. The students narrate the respective segments about their lives. While the film helps students see what education is like in Japan, it does not show much about how people think there. The film might be a good kick-off for a research project on education in other countries, giving students the chance to interview bilingual or ESL program students, who have studied elsewhere.

QUESTIONS:

1. How are the school experiences of the students pictured in the film similar to yours?
2. In what ways are they different?
3. Do the students in the film go to the same kind of school? What are some differences in Japanese schooling that you noticed?

19. Sei Mei Wong (Who Shall I Be?)

gr. 5-12 15 min. 16 mm. Krasker/ $10.50

This sensitive film is about a young Chinese-American girl who wants to be a ballerina. However, her after-school Chinese school meets at the same time as her ballet class, and it causes a conflict between Sei Mei and her father. An excellent introduction to the conflicts faced by students about maintaining ethnic identity.

PRE-VIEWING QUESTIONS:

1. In many Chinese communities in the United States, Chinese-American students attend a Chinese school after their regular school. Do you know what they study there?
2. Have you ever had a daydream that made it hard for you to study?

POST-VIEWING QUESTIONS:

1. In the film, Sei Mei's father says: "We live in America now. All the more reason to learn what it means to be Chinese." What does he mean? What do you think?
2. Do you think that it was significant that the ballerina in Sei Mei's favorite photograph was Chinese?
3. How do other ethnic groups in America teach the younger members about their heritage and traditions?
4. Do you think that it is important to do so? Why or why not?
5. Who in the film says, "If you are not proud, you will never be happy?" Is this true for your own life? Do you know people who are ashamed of their ethnic backgrounds? Why do you think they are?
6. How do you intend to teach your own children to be proud of their ethnic roots?
7. Do you think it there is any contradiction between ethnic pride and respect for different ethnic groups?

Appendix A:

SOURCES FOR FILMS AND VIDEOS LISTED IN THIS GUIDE

Facing History and Ourselves National Foundation, Inc.
25 Kennard Road
Brookline, MA 02146
tel: 617/734-1111 ext. 335

Films Incorporated
1213 Wilmette Avenue
Wilmette, IL 60091
tel: 800/323-4222

Japanese Consulate of Boston
600 Atlantic Avenue
(Federal Reserve Building)
Boston
ATTN: Richard Winslow
tel: 617-973-9772

Krasker Memorial Film Library
Boston University
565 Commonwealth Avenue
Boston, MA 02215
tel: 617/353-3272

University of Massachusetts English Department
ESL-Bilingual Education Program
Harbor Campus
Dorchester, MA 02125
929-7000
ATTN: Donaldo Macedo, director
Title VII program

Vision Associates
665 Fifth Avenue
New York, NY 10022
tel: 212/935-1830

Wisconsin Department of Public Instruction
Bilingual Bicultural Education
PO Box 7841
Madison, WI 53707
ATTN: Ezequial Vargas

Appendix B

SOME OTHER TITLES THAT TEACHERS HAVE RECOMMENDED

A Chairy Tale
(Available from Krasker)

Black History: Lost, Stolen, or Strayed
(With Bill Cosby.
Available from Krasker)

Fire on the Water
(Available from The Texture Films Collection
PO Box 1337
Skokie, IL 60076)

Heritage: Civilization and the Jews
(Available from Films Incorporated)

El Norte
(Shown commercially.
Also available from Cinecom Distributors
7 W. 36th St.
New York, NY 10018
tel: 212/239-8360)

El Super
(Available from New Yorker Films
16 W. 61st St.
New York, NY 10023
tel: 212/247-6110)

Four Families
(Available from McGraw-Hill Films
330 West 42nd Street
New York, NY 10036)

Miles of Smiles
(Boston Public Schools has 1 copy.
Also available from: Benchmark Films, Inc.
145 Scarborough Rd.
Briarcliff Manor, N.Y. 10510)

Not for Publication
(Film of Nadine Gordimer story.
Occaisionally shown commercially or on
Bravo cable station)

Roots
(Available from Zenger Video
10,000 Culver Blvd., Dept. 94
P.O. Box 802
Culver City, CA 90230-0802

tel: 800/421-4246

The Eye of the Beholder
(Available from Krasker)

Voices of a Divided City
(Available from Blackside, Inc.
238 Huntington Ave.
Boston, MA)

Whistle in the Wind
(Available from Films, Incorporated)

Walkabout
(Available from Films Incorporated.
Occaisionally shown commercially)

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THE BILINGUAL EDUCATION SPECIALIST OR THE
CIVIL RIGHTS SPECIALIST AT THE

MASSACHUSETTS DEPARTMENT OF EDUCATION REGIONAL CENTERS

Central Mass. Regional Education Center
Beaman Street, Route 140
West Boylston, MA 01583
Telephone: (617) 835-6267

Greater Boston Regional Education Center
27 Cedar Street
Wellesley, MA 02181
Telephone: (617) 431-7825

Northeast Regional Education Center
219 North Street
North Reading, MA 01864
Telephone: (617) 664-5723 or 727-0600

Southeast Regional Education Center
P.O. Box 29
Middleboro, MA 02346
Lakeville State Hospital,
Lakeville, MA
Telephone: (617) 947-1231 Ext. 445

Springfield Regional Education Center
88 Massasoit Avenue
W. Springfield, MA 01089
Telephone: (413) 739-7271

Northwest Regional Education Center
Mark Hopkins Hall
Church Street
North Adams, MA 02147
Telephone: (413) 664-4511 Ext. 391

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